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ABSTRACT

This learning module, one in a series of competency-based guidance program training packages focusing upon professional and paraprofessional competencies of guidance personnel, deals with aiding professional growth. Addressed in the module are the following topics: assessing competencies; determining certification, licensure, and registration requirements; preparing a personal plan for professional development; utilizing available resources; and participating in professional activities. The module consists of readings and learning experiences covering these five topics. Each learning experience contains some or all of the following: an overview, a competency statement, a learning objective, one or more individual learning activities, an individual feedback exercise, one or more group activities, one or more handouts, and a facilitator's outline for use in directing the group activities. Concluding the module are a participant self-assessment questionnaire, a trainer's assessment questionnaire, a checklist of performance indicators, a list of references, and an annotated list of suggested additional resources. (MN)

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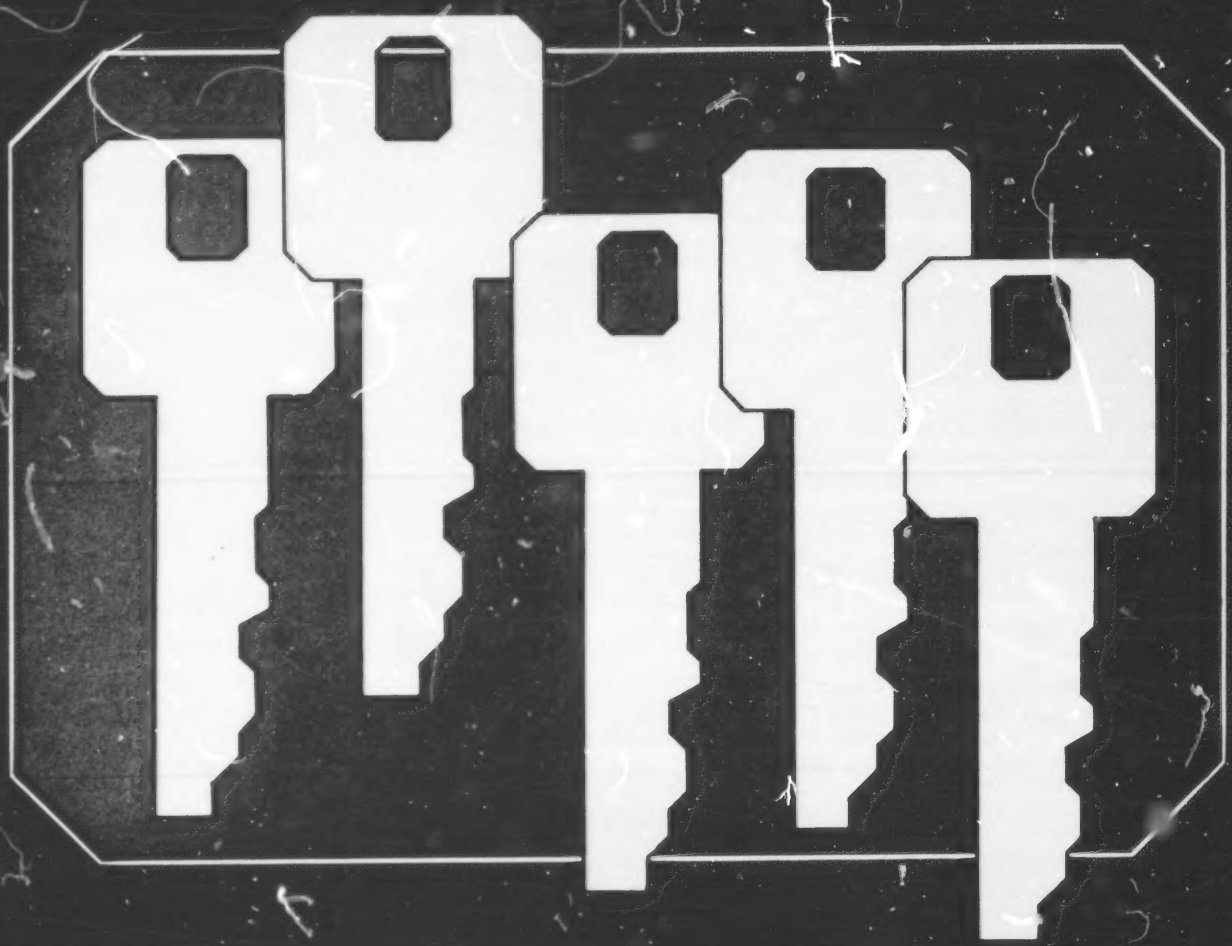
Aid Professional Growth



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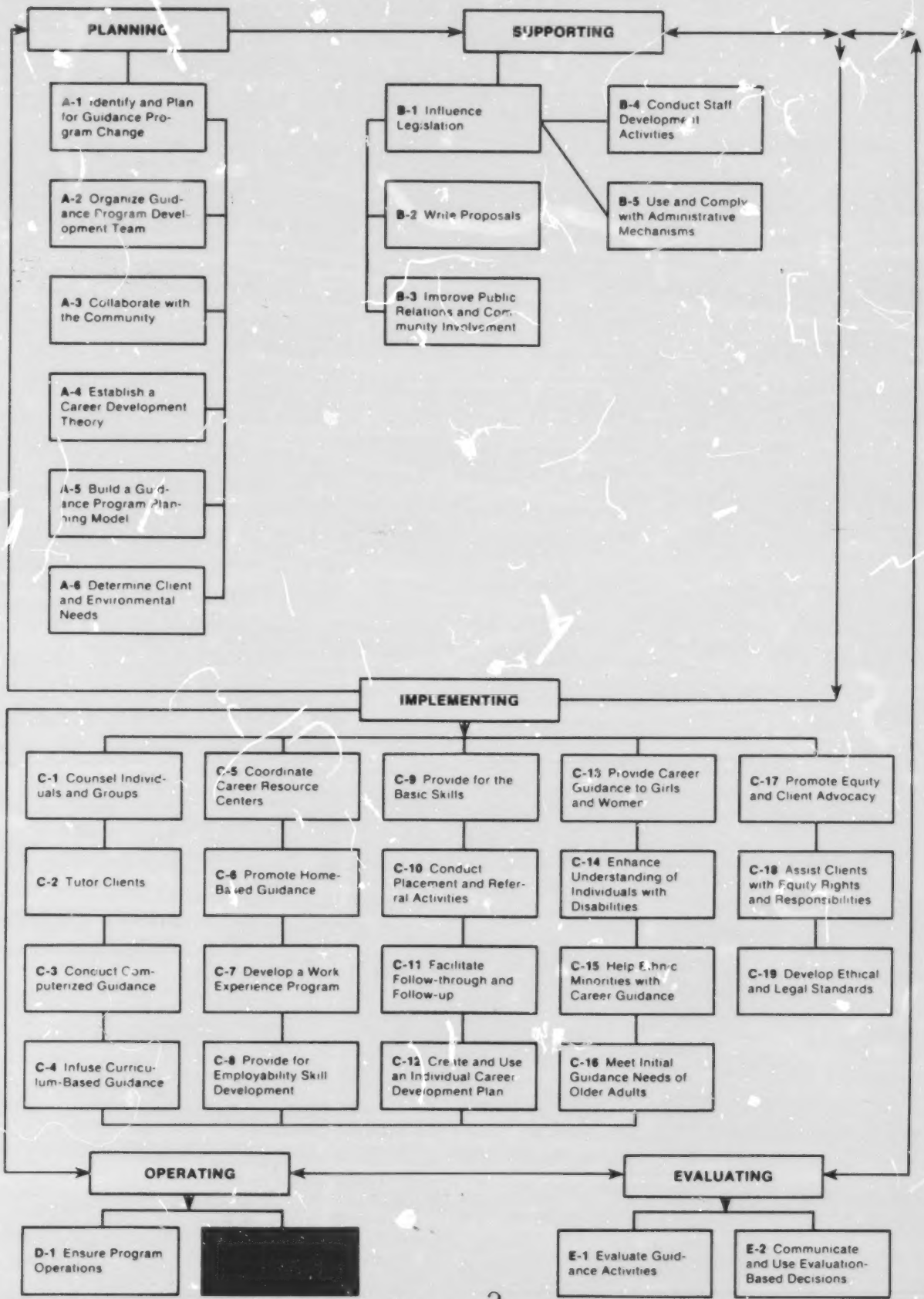
PLANNING
A-1 Identify and Plan for Guidance Program Change
A-2 Organize Guidance Program Development Team
A-3 Collaborate with the Community
A-4 Establish a Career Development Theory
A-5 Build a Guidance Program Planning Model
A-6 Determine Client and Environmental Needs
SUPPORTING
B-1 Influence Legislation
B-2 Write Proposals
B-3 Improve Public Relations and Community Involvement
B-4 Conduct Staff Development Activities
B-5 Use and Comply with Administrative Mechanisms
IMPLEMENTING
C-1 Counsel Individuals and Groups
C-2 Tutor Clients
C-3 Conduct Computerized Guidance
C-4 Infuse Curriculum-Based Guidance
C-5 Coordinate Career Resource Centers
C-6 Promote Home-Based Guidance
C-7 Develop a Work Experience Program
C-8 Provide for Employability Skill Development
C-9 Provide for the Basic Skills
C-10 Conduct Placement and Referral Activities
C-11 Facilitate Follow-through and Follow-up
C-12 Create and Use an Individual Career Development Plan
C-13 Provide Career Guidance to Girls and Women
C-14 Enhance Understanding of Individuals with Disabilities
C-15 Help Ethnic Minorities with Career Guidance
C-16 Meet Initial Guidance Needs of Older Adults
C-17 Promote Equity and Client Advocacy
C-18 Assist Clients with Equity Rights and Responsibilities
C-19 Develop Ethical and Legal Standards
OPERATING
D-1 Ensure Program Operations
EVALUATING
E-1 Evaluate Guidance Activities
E-2 Communicate and Use Evaluation-Based Decisions

Aid Professional Growth

MODULE CG D-2

Module CG D-2 of Category D — Operating
Competency-Based Career Guidance Modules

by Eldon E. Ruff
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South Bend, IN

The National Center for Research in Vocational Education
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1985

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FOREWORD

This counseling and guidance program series is patterned after the Performance-Based Teacher Education modules designed and developed at the National Center for Research in Vocational Education under Federal Number NE-C00-3-77. Because this model has been successfully and enthusiastically recieved nationally and internationally, this series of modules follows the same basic format.

This module is one of a series of competency-based guidance program training packages focusing upon specific professional and paraprofessional competencies of guidance personnel. The competencies upon which these modules are based were identified and verified through a project study as being those of critical importance for the planning, supporting, implementing, operating, and evaluating of guidance programs. These modules are addressed to professional and paraprofessional guidance program staff in a wide variety of educational and community settings and agencies.

Each module provides learning experiences that integrate theory and application, each culminates with competency referenced evaluation suggestions. The materials are designed for use by individuals or groups of guidance personnel who are involved in training. Resource persons should be skilled in the guidance program competency being developed and should be thoroughly oriented to the concepts and procedures used in the total training package.

The design of the materials provides considerable flexibility for planning and conducting competency-based preservice and inservice programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities, state departments of education, postsecondary institutions, intermediate educational service agencies, JTPA agencies, employment security agencies, and other community agencies that are responsible for the employment and professional development of guidance personnel.

The competency-based guidance program training packages are products of a research effort by the National Center's Career Development Program Area. Many individuals, institutions, and agencies participated with the National Center and have made contributions to the systematic development, testing, and refinement of the materials.

National consultants provided substantial writing and review assistance in development of the initial module versions; over 1300 guidance personnel used the materials in early stages of their development and provided feedback to the National Center for revision and refinement. The materials have been or are being used by 57 pilot community implementation sites across the country.

Special recognition for major roles in the direction, development, coordination of development, testing, and revision of these materials and the coordination of pilot implementation sites is extended to the following project staff: Harry N. Drier, Consortium Director; Robert E. Campbell, Linda Pfister, Directors; Robert Bhaerman, Research Specialist; Karen Kimmel Boyle, Fred Williams, Program Associates; and Janie B. Connell, Graduate Research Associate.

Appreciation also is extended to the subcontractors who assisted the National Center in this effort. Drs. Brian Jones and Linda Phillips-Jones of the American Institutes for Research developed the competency base for the total package, managed project evaluation, and developed the modules addressing special needs. Gratitude is expressed to Dr. Norman Gysbers of the University of Missouri-Columbia for his work on the module on individual career development plans. Both of these agencies provided coordination and monitoring assistance for the pilot implementation sites. Appreciation is extended to the American Vocational Association and the American Association for Counseling and Development for their leadership in directing extremely important subcontractors associated with the first phase of this effort.

The National Center is grateful to the U.S. Department of Education, Office of Vocational and Adult Education (OVAE) for sponsorship of three contracts related to this competency-based guidance program training package. In particular, we appreciate the leadership and support offered project staff by David H. Pritchard who served as the project officer for the contracts. We feel the investment of the OVAE in this training package is sound and will have lasting effects in the field of guidance in the years to come.

Robert E. Taylor
Executive Director
National Center for Research
in Vocational Education

THE NATIONAL CENTER
FOR RESEARCH IN VOCATIONAL EDUCATION
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1960 KENNY ROAD · COLUMBUS, OHIO 43210

The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Providing information for national planning and policy
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

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ABOUT THIS MODULE

AID PROFESSIONAL GROWTH

Goal

After completing this module, career guidance personnel will have examined their professional role and their competencies in carrying out that role and will have developed a program for systematic self-renewal and professional development.

INTRODUCTION 7

READING 9

Competency 1. Assess own professional competencies, describe those areas of greatest and weakest competence, and use outside sources of information to validate this self-assessment 9

Competency 2. Determine whether licensure, certification, or registration is necessary to practice in chosen career field and geographic area, describe applicable requirements and procedures, and list the steps one must complete to meet necessary requirements in order to continue in present position or attain career mobility 11

Competency 3. Prepare a personal plan for short-term and lifelong professional development that includes personal goals and objectives, activities, a time line, and ways of assessing progress 12

Competency 4. Describe how to use available resources such as continuing education programs offered by local institutions, books, television programs, professional journals, audiotapes, and other resources to acquire new or improve existing competencies 13

Competency 5. Write one or more professional articles for publication and participate in local, state, or national professional organizations in order to contribute to the growth of chosen profession 13

LEARNING EXPERIENCES

1. Assessing Competencies 15

2. Determining Certification, Licensure, and Registration Requirements 19

3. Preparing Personal Plan for Professional Development 23

4. Utilizing Available Resources 51

5. Participating in Professional Activities 57

EVALUATION 73

REFERENCES 79

ABOUT USING THE CBCG MODULES

CBCG Module Organization

The training modules cover the knowledge, skills, and attitudes needed to plan, support, implement, operate, and evaluate a comprehensive career guidance program. They are designed to provide career guidance program implementers with a systematic means to improve their career guidance programs. They are competency-based and contain specific information that is intended to assist users to develop at least part of the critical competencies necessary for overall program improvement.

These modules provide information and learning activities that are useful for both school-based and nonschool-based career guidance programs.

The modules are divided into five categories.

The GUIDANCE PROGRAM PLANNING category assists guidance personnel in outlining in advance what is to be done.

The SUPPORTING category assists personnel in knowing how to provide resources or means that make it possible for planned program activities to occur.

The IMPLEMENTING category suggests how to conduct, accomplish, or carry out selected career guidance program activities.

The OPERATING category provides information on how to continue the program on a day-to-day basis once it has been initiated.

The EVALUATING category assists guidance personnel in judging the quality and impact of the program and either making appropriate modifications based on findings or making decisions to terminate it.

Module Format

A standard format is used in all of the program's competency-based modules. Each module contains (1) an introduction, (2) a module focus, (3) a reading, (4) learning experiences, (5) evaluation techniques, and (6) resources.

Introduction. The introduction gives you, the module user, an overview of the purpose and content of the module. It provides enough information for you to determine if the module addresses an area in which you need more competence.

About This Module. This section presents the following information:

Module Goal: A statement of what one can accomplish by completing the module.

Competencies: A listing of the competency statements that relate to the module's area of concern. These statements represent the competencies thought to be **most critical** in terms of difficulty for inexperienced implementers, and they are **not** an exhaustive list.

This section also serves as the table of contents for the reading and learning experiences.

Reading. Each module contains a section in which cognitive information on each one of the competencies is presented.

1. Use it as a textbook by starting at the first page and reading through until the end. You could then complete the learning experiences that relate to specific competencies. This approach is good if you would like to give an overview of some competencies and a more in-depth study of others.
2. Turn directly to the learning experiences(s) that relate to the needed competency (competencies). Within each learning experience a reading is listed. This approach allows for a more experiential approach prior to the reading activity.

Learning Experiences. The learning experiences are designed to help users in the achievement of specific learning objectives. One learning experience exists for each competency (or a cluster of like competencies), and each learning experience is designed to stand on its own. Each learning experience is preceded by an overview sheet which describes what is to be covered in the learning experience.

Within the body of the learning experience, the following components appear.

Individual Activity: This is an activity which a person can complete without any outside assistance. All of the information needed for its completion is contained in the module.

Individual Feedback: After each individual activity there is a feedback section. This is to provide users with immediate feedback or evaluation regarding their progress before continuing. The concept of feedback is also intended with the group activities, but it is built right into the activity and does not appear as a separate section.

Group Activity: This activity is designed to be facilitated by a trainer, within a group training session.

The group activity is formatted along the lines of a facilitator's outline. The outline details suggested activities and information for you to use. A blend of presentation and "hands-on" participant activities such as games and role playing is included. A Notes column appears on each page of the facilitator's outline. This space is provided so trainers can add their own comments and suggestions to the cues that are provided.

Following the outline is a list of materials that will be needed by workshop facilitator. This section can serve as a duplication master for mimeographed handouts or transparencies you may want to prepare.

Evaluation Techniques. This section of each module contains information and instruments that can be used to measure what workshop participants need prior to training and what they have accomplished as a result of training. Included in this section are a Pre- and Post-Participant Assessment Questionnaire and a Trainer's Assessment Questionnaire. The latter contains a set of performance indicators which are designed to determine the degree of success the participants have with the activity.

References. All major sources that were used to develop the module are listed in this section. Also, major materials resources that relate to the competencies presented in the module are described and characterized.

INTRODUCTION

Just as a tree or any other plant continues to grow and change throughout its lifetime, even though that change is not always visible to the eye, so too career guidance personnel must grow and change if he or she is to remain alive as a professional.

Sometimes guidance personnel are confused as to what it is that makes a professional. Some, for example, may consider that meeting state certification or licensure standards makes one a professional for a lifetime. Others may think that paying dues to their professional association makes them professionals. These are only prerequisites. Being a professional means more than both of these.

Professional guidance personnel are individuals who continue their learning throughout their lifetimes. This is done through reading, additional courses, participating in professional association activities, and through a variety of workshops and other professional growth opportunities. In addditior, society is an ever-changing complex structure offering endless challenges and opportunities to its individual members, and its strength is ultimately dependent upon the contributions of each of its members. They not only must be alert to the world around them, but they must be able to learn from experiences they encounter. For example: I know two members of the guidance and counseling profession; both started at the same time. One has 10 years' experience; the other has 1 year's experience 10 times. Which one would you call a professional?

Professionals teach by their actions as well as by their words. They recognize their clients as keen observers and as ones who learn as much by what they observe as what they hear. They perceive each client as a unique individual who has a right to self-acceptance, self-development, self-fulfillment, and self-direction, and who has responsibilities for making decisions and living with the consequences of those decisions.

If these assumptions are true, then it is imperative that persons who want to be classified as professionals develop a systematic program of self-renewal and professional growth.

This module on continuing professional growth will provide you with an opportunity to reexamine your professional commitment, assess your capabilities in carrying out that commitment, and discover new approaches to maintaining your competency. Other modules in this series provide direct input into meeting the goals of this module.

Assessing Competencies

Competency 1

Assess own professional competencies, describe those areas of greatest and weakest competence, and use outside sources of information to validate this self-assessment.

The first step in a professional growth process is that of assessing where you are. What are the competencies required of your position?

Ask yourself the following questions. What competencies related to this position do I possess and how well developed are these competencies? What competencies related to my position do I lack?

Two position papers provide an excellent starting point for dealing with counselor competencies in the area of career development. These are: "ACES Position Paper" by the Commission on Counselor Preparation for Career Development/Career Education and "Position Paper on Career Development" by the AVA-NVGA Joint Commission on Career Guidance and Vocational Education (1972).

The ACES position is that counselors, regardless of their employment setting, should have knowledge and competencies in the following areas:

- Career and human development theory and research and the skills necessary to translate this knowledge into developmental career guidance and career education programs
- Career information resources and the necessary skills to assist teachers, administrators, community agency personnel, paraprofessionals, and peers to integrate this type of information into the teaching-counseling process
- Career assessment strategies and the skills necessary to assist individuals to use these data in the decision-making process
- Individual and group counseling practices and the skills necessary to assist individuals in career planning using both approaches
- Career decision-making processes and the skills necessary to implement programs designed to facilitate career decision making for clientele in educational and community agency settings
- Job placement services and the skills necessary to assist their clientele to seek, acquire, and maintain employment
- The unique career development needs of special clientele groups (women, minorities, handicapped, disadvantaged, adults, and others) and the skills necessary to assist them in their development
- Sexism and racism and the necessary skills to reduce institutional discrimination in order to broaden the career opportunities available to all persons
- The roles that life-style and leisure play in career development, and the skills necessary to assist clientele to select and prepare for occupations which coincide with various preferences
- Consultation strategies and the skills necessary to assist others (teachers, parents, peers, etc.) to deliver indirect career guidance services
- Synthesizing strategies and the skills necessary to assist individuals to understand the

interrelatedness of their career decisions and life roles

- Program development and curricular infusion strategies and the skills necessary to design and implement career awareness, self-development, career exploration, and job placement programs within educational and community agency settings

- Organizational development and change processes and the skills necessary to facilitate change in educators' attitudes toward career education

- Program evaluation techniques and the skills necessary to acquire evidence of the effectiveness of career guidance and career education programming

- Educational trends and state and federal legislation that may influence the development and implementation of career guidance programs

The following is what the AVA-NVGA Joint Commission has to say about the competencies of guidance specialists.

The responsibilities of the guidance team related to program leadership and coordination are the following:

- Coordinate the career guidance program.

- Provide staff with the understanding necessary to assist each student to obtain a full, competency-based learning experience.

- Coordinate the acquisition and use of appropriate occupational, educational, and labor market information.

- Help staff understand the process of human growth and development and assess needs of specific individuals.

- Help staff plan for sequential student learning experiences in career development.

- Coordinate the development and use of a comprehensive, cumulative pupil data system that can be readily used by all students.

- Identify and coordinate the use of school and community resources needed to facilitate career guidance.

- Coordinate the evaluation of students' learning experiences and use the resulting data in counseling with students, in consulting with the instructional staff and parents, and in modifying the curriculum.

- Coordinate a job placement program for the school and provide for job adjustment counseling.

- Provide individual and group counseling and guidance so that students will be stimulated to interrelate and expand their experiences, knowledge, understanding, skills, and appreciations continually and systematically as they grow and develop throughout life.

Another source of competency statements is this series of modules. A review of these statements will provide you with additional insights into what can be expected in your career guidance position.

The following procedures are suggested to aid you in determining your competencies related to your current position.

1. Determining competencies necessary for carrying out the functions of your job.

   a. Have your supervisor or other individual or individuals (e.g., board of directors) to whom you are responsible develop a list of competencies deemed necessary.

   b. List, independent of your supervisor, the competencies that you deem necessary for your job.

   c. Have a meeting with your supervisor or others to whom you are responsible to finalize a comprehensive listing of competencies that both parties can agree upon.

2. Checking out your ability in each competency.

   a. Develop a checklist of competencies and administer it to the recipients of your services to determine how they perceive your competence.

   b. Have peers, selected cooperatively by you and your supervisor, judge your competence in designated areas by direct observation.

c. Prepare videotapes of your performance in designated competency areas which may be evaluated by your supervisor or a group of your peers. (Audiotapes are not as effective but may be substituted in certain areas if videotape is not readily available.)

3. Writing up your personal assessment.

The data from each of the assessment sources must be accurately summarized so that you can readily use them in the preparation of your personal plan for professional development. The report should indicate how you measure up against the identified competencies.

Determining Certification, Licensure, and Registration Requirements

Competency 2

Determine whether licensure, certification, or registration is necessary to practice in chosen career field and geographic area, describe applicable requirements and procedures, and list the steps one must complete to meet necessary requirements in order to continue in present position or attain career mobility.

Once you have determined the competencies needed on your job, the competencies you have, and the competencies you need, the next step is to determine if there are other requirements such as certification, licensure, or registration which must be met in order to be judged a competent professional. Meeting these local, state, national, or professional organizational requirements becomes an integral part of your personal growth planning.

Certification

Certification is generally of two forms. One form of certification is established by the state to regulate the employment of individuals working in a specific setting. Elementary and secondary school counselors for example must meet the certification requirements of the state in which they are employed, and these requirements vary greatly from state to state. Most states require a minimum of a master's degree with a specified number of counseling courses. Information on certification of this nature may be obtained from your state department of public instruction or any teacher education college or university. Another form of certification is the type established by a professional association. An example would be the certification established by the Association of Marriage and Family Counselors. The requirements vary according to the association, but most associations that regulate certification have rather rigid requirements including written and oral exams and a specified number of hours of counseling under the supervision of a certified counselor. Information related to this type of certification may be obtained by writing directly to the professional association involved.

Licensure

Licensure is regulation of a profession by state legislation. Licensure for guidance personnel is relatively new. Many states however, have legislation regulating other mental health practitioners. Licensure legislation has several benefits. It protects the constitutional right of qualified professionals to practice their profession, and it enhances the profession's efforts to make their standards for the preparation of counselors and their code of ethics more visible and recognized. A good source of information about licensure is

the Licensure Commission of the American Association for Counseling and Development.

Registry

Registration is still another form of maintaining some control over those who are recognized practitioners in the field. Registration is generally controlled by professional associations and is tied to certification requirements. In other cases, it is a less-restrictive type of control in that persons meeting certain specified educational requirements become eligible for inclusion in the registry without written and oral exams. Information about registration should be sought directly from the professional associations.

Preparing Personal Plan for Professional Development

Competency 3

Prepare a personal plan for short-term and lifelong professional development that includes personal goals and objectives, activities, a time line, and ways of assessing progress.

Many people do not systematically plan for their professional development. They simply meet requirements as imposed upon them by external sources. The **true professional** however, is one who can set goals, develop a plan for reaching those goals, and carry out the plan based on internal stimuli. This is not an easy task. It takes a great deal of personal motivation and a willingness to take a close look at oneself, to admit weaknesses, and to recognize strengths.

A **plan is a method** of achieving a goal. If you know your career goals, then it is simply a matter of working out the procedures to reach those goals. Once goals are established, the most difficult part begins--that of implementing them. Several basic principles of career development need to be considered here. First is the concept that individuals have the **power to direct** their own future, that the decision to change should not be relinquished to anyone else or left to chance. Second is the concept of **multipotentiality** of each individual. This concept focuses on the idea that each person has a potential for success and satisfaction in a number of occupations. This frees the individual from the fear of making wrong choices and increases available options. Third is the concept of **commitment with tentativeness**. This concept recognizes the fact that individuals are ever changing and society is ever changing. We must make a commitment to a goal in order to develop the energy and enthusiasm to reach it. The commitment with tentativeness permits us the freedom to change our plans if we change or society changes enough so that the goal is no longer appropriate for us.

Numerous career and life-planning texts and workbooks are available which are designed to assist individuals in determining and completing their career goals. Several documents that are helpful in conducting career development workshops are these:

- *Life Work Planning* by Kirn and Kirn
- *Skills in Life/Career Planning* by Bartsch and Sandmeyer
- *Decisions and Outcomes* by Gelatt, Varenhorst, Carey, and Miller
- *How to Decide: A Guide for Women* by Scholy, Prince, and Miller
- *What Color is Your Parachute?* by Bolles
- *Where Do I Go from Here with My Life?* by Crystal and Bolles

A resource which can be used in preparation of your personal plan is a booklet published by the American Association for Counseling and Development entitled, *Initiative for Professional Renewal: Selected Issues for the Counseling Practitioners*.

Utilizing Available Resources

Competency 4

Describe how to use available resources such as continuing education programs offered by local institutions, books, television programs, professional journals, audiotapes, and other resources to acquire new or improve existing competencies.

Resources for professional development come in a multitude of ways. Universities are located within commuting distance of many individuals. In remote areas extension classes bring education to the community. Television capabilities have expanded to allow two-way communication at many sites. Videotapes of lectures and demonstrations are becoming more available and audiotapes on almost any subject are now readily available, generally at reasonable prices. In the last few years professional associations have become more and more involved with conducting skill building workshops and professional development seminars throughout the year as well as at their annual conventions. In addition, a considerable number of private enterprise groups conduct professional training. This activity is usually somewhat expensive, but still a valuable source for furthering professional development. Books, journals, and films round out the resources available to the individual.

In most instances, the lack of available resources is not the problem. The problems relate to not being aware of the variety of resources available or of how to take advantage of those resources. Another problem centers around the lack of motivation individuals have to improve themselves. Too often individuals become satisfied and comfortable with their positions and do not continue their growth. The world around them however, does not stop changing and consequently these individuals get left behind and the services they provide become inadequate.

Participating in Professional Activities

Competency 5

Write one or more professional articles for publication and participate in local, state, or national professional organizations in order to contribute to the growth of chosen profession.

When you become trained and work in a professional field, you have certain responsibilities to that profession. One of these responsibilities is to belong to and participate in the professional organization associated with your work setting. The benefits of professional participation are many. Some of the more tangible ones are keeping aware of developments in the field, maintaining a communications network with other professionals, and recurring opportunities for developing new skills and reviewing old ones through annual conferences and workshops. In addition, less-tangible benefits, such as a sense of belonging, may be particularly meaningful if you function in work settings where you may be the only career guidance specialist.

Two national professional associations that deal with career guidance are The National Vocational Guidance Association and the Guidance Division

of the American Vocational Association. Both of these associations serve guidance personnel who are interested in assisting individuals with their career development. Along with servicing members on a national level, the associations have state level affiliates, which provide more local services to members. For additional information on these two groups, you can write them at the following addresses.

National Vocational Guidance Association
5999 Stevenson Avenue
Alexandria, Virginia 22300

American Vocational Association
Guidance Division
2020 North 14th Street
Arlington, Virginia 22201

Another responsibility of the professional is to contribute to the profession through research and writing. The sharing of knowledge and activities within the profession is essential for career guidance personnel. The first time someone writes an article to be considered by a professional journal may be somewhat scary. Many journal editors are cognizant of this fear and make special attempts to provide helpful suggestions for improving manuscripts. Several points need to be taken into consideration when preparing an article for journal consideration. First of all, select a journal appropriate to your topic. Second, be aware of the type of articles normally solicited by the journal, e.g., is the journal research oriented or is it oriented to successful practices in the field? Third, follow closely the guidelines for article submission. Many journals provide guidelines in each issue. Write to the editor and ask for guidelines if they are not in the journal.

Most counseling journals use the *Publication Manual of the American Psychological Association* as the guide for style and format. That publication is available from the American Psychological Association, 1200 Seventeenth Street, N.W. Washington, D.C., 20036. It is a publication that should be on every professional's shelf. Another publication which is helpful is the *Writer's Guide to Publication Development* available from the National Center for Research in Vocational Education at The Ohio State University.

Learning Experience 1

Assessing Competencies

OVERVIEW

COMPETENCY	Assess own professional competencies, describe those areas of greatest and weakest competence, and use outside sources of information to validate this self-assessment.
READING	Read Competency 1 on page 9.
INDIVIDUAL LEARNING OBJECTIVE	Prepare an assessment plan that will assist you in measuring your professional competencies.
INDIVIDUAL ACTIVITY	Develop an assessment plan appropriate to your work setting.
INDIVIDUAL FEEDBACK	Check your assessment plan against set criteria.
GROUP LEARNING OBJECTIVE	Develop a more comprehensive competency assessment plan.
GROUP ACTIVITY	Develop assessment plans based on a simulated situation.

INDIVIDUAL ACTIVITY

Develop an assessment plan appropriate to your work setting.

Prior to starting this activity review the reading for Competency 1 on page 9.

In this activity you are to take an objective look at your work situation and prepare a brief listing of those competencies you believe are necessary for your position. Organize your job into specific functions so that you will be able to more clearly specify the competencies. Think of what you do during a typical day.

An example of the specific functions and selected competencies for each function for one work setting might be as follows:

- Function--provide information to groups
- Competency--ability to speak clearly and in interesting manner
- Function--provide individual counseling to clients seeking help with their career development
- Competencies--ability to establish rapport with clients
  --ability to speak clearly and interpret interest inventories

Once you have identified all the competencies you believe to be essential for your present job you may want to add competencies you believe to be essential for a job you anticipate in the future. This approach will not only give you a sense of where you are but also a sense of what it may take to get to where you want to go.

Develop some preliminary plans for input from other sources as identified in the reading.

INDIVIDUAL FEEDBACK

Check your assessment plan against set criteria.

Does your assessment plan contain the following?

1. A listing of all functions you perform on the job
2. A listing of functions you anticipate you may perform in the future
3. A comprehensive listing of all competencies related to each function
4. Alternate sources of assesssing competencies in addition to your armchair listing
5. A clear procedure for assessing your competence

GROUP ACTIVITY

Develop assessment plans based on a simulated situation.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Starting Point 1. Indicate to participants that they will be working in small groups of three to five people each to develop a simulated assesement plan. 2. Have participants review the reading for Competency 1 on page 9 or present the information in lecture format	

Facilitator's Outline	Notes
B. Listing of Competencies	
1. Have each small group determine its simulated situation. Ask them to-- (a) identify work setting and (b) determine position title.	
2. Have the groups brainstorm the functions required in the position they have chosen. Have one member record the ideas.	Use large sheets of paper to record ideas.
3. Ask the groups to brainstorm the competencies necessary to carry out each function. Have one member record the ideas.	
4. Ask the participants to reach a group concensus on the actual brainstormed competencies to be listed on the final version of the simulated assessment plan.	
C. Comparing Lists	
1. Have groups exchange the lists they developed in the simulation and critique each other's lists for additional insights.	Note: This activity touches on only the first phase of the assessment plan. Other activities may be developed to walk participants through other phases of the assessment plan (e.g., simulate an actual supervisor or peer visitation identifying the types of things they would look for in an on-site visitation). The development of an on-site observation checklist could be developed in the same manner as the competency list.
2. Ask group members to react to the activity and the lists.	The final product of this group activity will serve as an excellent springboard for each individual to begin own listing.

Learning Experience 2

Determining Certification, Licensure, and Registration Requirements

OVERVIEW

COMPETENCY	Determine whether certification, licensure, or registration is necessary to practice in chosen career field and geographic area, describe applicable requirements and procedures, and list the steps one must complete to meet necessary requirements in order to continue present position or attain career mobility.
READING	Read Competency 2 on page 1.
INDIVIDUAL LEARNING OBJECTIVE	Have knowledge of certification, licensure, and registration, and know how to locate information about them as it relates to your work setting.
INDIVIDUAL ACTIVITY	Write a letter seeking information about certification, licensure, and registration.
INDIVIDUAL FEEDBACK	Have a colleague review your letter.
GROUP LEARNING OBJECTIVE	Determine the need for certification, licensure, or registration in your work setting.
GROUP ACTIVITY	Debate the pros and cons of each form of profession credentialing.

INDIVIDUAL ACTIVITY

Write a letter seeking information about certification, licensure, and registration.

You will identify the appropriate sources of information regarding credentialing for your work setting and then prepare a letter that could be sent to one or more sources explaining your work situation and asking for the information necessary for you to qualify and apply for the appropriate credentialing.

Review the reading for Competency 2 on page 11.

INDIVIDUAL FEEDBACK

Have a colleague review your letter.

Ask a colleague to review your letter to ensure that the infomation is clear and sufficient. A complete description should be made of your position including the type of clients you serve.

GROUP ACTIVITY

Debate pros and the cons of credentialing.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Activity Setting 1. Have participants review the reading for Competency 2 on page 11. 2. Indicate to participants that they will be debating the issue of credentialing. B. Debate 1. If the group is large divide into smaller groups of six to eight participants each. 2. Divide the groups in half and have half the members prepare to speak on behalf of credentialing and the other half against it. 3. Give the groups 20-30 minutes to prepare their cases. 4. Conduct the debate. 5. Summarize the findings.	

NOTES

Learning Experience 3

Preparing Personal Plan for Professional Development

OVERVIEW

COMPETENCY	Prepare a personal plan for short-term and lifelong professional development that includes personal goals and objectives, activities, a time line, and ways of assessing progress.
READING	Read Competency 3 on page 12.
INDIVIDUAL LEARNING OBJECTIVE	Write your own plan for professional development.
INDIVIDUAL ACTIVITY	Develop your plan for professional development.
INDIVIDUAL FEEDBACK	Check to see if your plan has the proper components and have it reviewed.
GROUP LEARNING OBJECTIVE	Identify significant aspects of your professional development to this point in your life.
GROUP ACTIVITY	Identify significant people, significant events, and jobs held as well as other personal factors in order to develop your own life collage.

INDIVIDUAL ACTIVITY

Develop your plan for professional development.

Prior to starting this activity, review the reading for Competency 3 on page 12. In this activity you will be writing your own professional development plan with both short-range and long-range goals. The plan will use information generated in the group activity for this learning experience. If it is not possible to carry out the activities in a group situation, it will be necessary to conduct them on an individual basis before starting this portion of the learning experience.

Your plan should contain the following components:

Professional Development Plan

1. Current position _____

2. What are your long-term goals (6 to 10 years from now)? Be as specific as possible.

3. What are your short-term goals (5 years from now)? Be as specific as possible.

Note: When thinking through your career goals, consider (a) your assets you would like to use in your career, (b) the purpose of your work, (c) where you would like to work, (d) for whom you would like to work, and (e) life-style considerations.

4. Outline your step-by-step procedure for reaching the short-term goals including time lines.

Activity	Time Line

5. Outline your step-by-step procedure for reaching the long-term goals including time lines.

Activity	Time Line

Note: The activity statements for both short- and long-term goals should include a description of (1) new skills to be gained (how and when they will be obtained), (2) current skills that need to be renewed or improved (how and when they will be renewed or improved), (3) new jobs or experiences that must be obtained in order to reach goals (how and when they will be obtained), and (4) any other factors that may have an impact on your goals.

An optional but helpful part of the plan would be to list all possible obstacles you may encounter in working toward your goals. After each obstacle listed indicate all the possible alternatives you have open to you when faced by that particular obstacle. Then list the strategies you may use to overcome the obstacles encountered. This procedure alerts you to the reality that there are obstacles to almost any endeavor, but there are also strategies which may be employed to overcome or bypass most obstacles.

INDIVIDUAL FEEDBACK

Check to see if your plan has the proper components and have it reviewed.

Your professional development plan should be complete and clear enough so that it can be understood and followed by another person. In the feedback process you will need to have at least one person, either a supervisor or a peer, review your plan and discuss it with you. Adjustments may need to be made if your plan cannot be easily followed and clearly understood by another individual.

GROUP ACTIVITY

Identify significant people, significant events, and jobs held as well as other personal factors in order to develop your own life collage.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Establish Activity 1. Indicate that this activity helps individuals to focus more clearly upon the various events and people having an impact upon their lives and consequently their career and professional development. 2. Mention that doing the activity in a group and sharing the results with a group adds significance to the visual form for the individual and provides a learning experience for group members by providing a better understanding of the career and life development of each of the group members.	The following workshop handouts contain 10 different exercies. 1. List of Significant People 2. List of Significant Events 3. Job Listings 4. Job Satisfaction 5. Changes Exercise 6. Values Ranking 7. Who Am I 8. Fantasy Experience 9. Retirement Party 10. Life Career Collage

Facilitator's Outline	Notes
3. Indicate that participants will complete a number of exercises as a part of this activity and share their results.	
4. Have participants review the reading for Competency 3 on page 12.	
B. Conduct Activities	
1. Have participants conduct selected activities.	
2. After each activity, ask participants to share results. Use newsprint and magic marker to post results.	All 10 exercises may be used depending upon the group. The activity has proven most successful if at least exercises 1, 2, 5, 8, and 10 are used.
3. Summarize the results of the exercises.	

NOTES

Handout

CAREER DEVELOPMENT EXERCISE

List of Significant People

Go back through your entire life and identify significant people who have influenced your life and ultimately your career. Identify the significant contributions of these people--**both positive and negative**. Are there any common factors among the significant people in your life? In what ways has your life changed as a result of these significant people?

Person	**Significant contributions**	**Ways life has changed as a result of significant person**

NOTES

Handout

CAREER DEVELOPMENT EXERCISE

List of Significant Events

List the significant events in your life (both positive and negative) that have influenced your career. Are there any commonalities among the events that have influenced your life? How has your life changed as a result of these significant events?

Event	Way life has changed as a result of significant event

NOTES

CAREER DEVELOPMENT EXERCISE

Job Listing

List all the jobs you have held (in order) since you first started working. Start with high school years. List both paid and unpaid and circle unpaid jobs.

After the list is completed go over the list and check those jobs that gave you the greatest satisfaction. Identify the factors that caused satisfaction or dissatisfaction. Is there any commonality in the causes of satisfaction or dissatisfaction. What changes, if any, occurred in your life as a result of each job.

Job	Factors that caused satisfaction or dissatisfaction	Changes in life as a result of job

NOTES

Handout

CAREER DEVELOPMENT EXERCISE

Job Satisfaction: What Workers Need

Name _____ Date _____

DIRECTIONS: If you think that the statement is **important** for your **ideal job** mark an (X) in the response column.

STATEMENT	RESPONSE COLUMN
In my ideal job it is important that--	
1. I make use of my abilities	____
2. I get a feeling of accomplishment	____
3. I am busy all the time	____
4. I have an opportunity for advancement	____
5. I can tell people what I do	____
6. The company treat everyone fairly	____
7. I am paid the same as other workers	____
8. My co-workers are easy to make friends with	____
9. I try out my own ideas	____
10. I work alone on the job	____
11. I work without feeling it is morally wrong	____

12. I get recognition for the work I do ____

13. I make decisions on my own ____

14. The job gives me steady employment ____

15. I do things for other people ____

16. I am "somebody" in the community ____

17. My boss backs up the employees (with top supervisors) ____

18. My boss trains employees well ____

19. I do something different everyday ____

20. The job has good working conditions ____

CAREER DEVELOPMENT EXERCISE

Changes Exercise

List 10 changes that have occurred in your life within the last 10 years. Ignore the columns to the right until you have completed your list.

	The Change	(a) P—U	(b) 1-5	(c) People	(d) +/-	(e) C-Q	(f) PA	(g) Age
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								

Now, in the columns to the right, analyze those changes according to the following questions (use the codes suggested):

(a) Was the change planned (P) or unexpected (U)?
(b) How much stress was there in this change? Use a 1-5 scale (1--low, 5--high).
(c) Name a few of the significant people involved in this change.
(d) Did you view this change as positive (+) or negative (-) at the time?
(e) Do you feel this change was a common occurrence (C) or was unique (Q) to you?
(f) Which of these changes happened to your parents (PA)?
(g) How old were you when this change occurred?

NOTES

CAREER DEVELOPMENT EXERCISE

Values Ranking

1. Take a few minutes to look over the list of values. Examine each of those values in relation to your own life. Which are most important, which least.
2. Rank order the values from the most important to the least important.
3. Referring to the VALUES CHECKLIST, place the number 1 by the most important, number 2 by the next important. Continue this process until you have ranked all 23.

NOTE: It is helpful to divide the values into three lists: **most important**, **neutral**, **least important**, and **then rank order them from 1 to 23**.

PROCESS:

It is useful to explain, at this time, what this experience was like for people and what was learned. It is also useful to ask people to share parts of their list with the group.

A check of one's current personal and professional development can be obtained by having participants take a look at their list of most important values and then determine if those values hold a place of prominence in their day-to-day activities at work and at home.

VALUES CHECKLIST

_____religion
_____aesthetics
_____emotional well-being
_____acceptance
_____love
_____power
_____physical appearance
_____recognition
_____wealth
_____success
_____freedom
_____self-fullfillment
_____achievement
_____autonomy
_____health
_____knowledge
_____friendship
_____responsibility
_____pleasure
_____skill
_____wisdom
_____status
_____privacy

NOTES

Handout

CAREER DEVELOPMENT EXERCISE

Who Am I?

1. Take a blank sheet of paper. Number along the side from 1 to 10. Fill in each blank with a response to the question "Who Am I?" (What are the life roles I play?)

2. Divide into groups of 3 and 4 and discuss each other's responses.

3. Add **additional** responses to your list if you desire.

4. Take blank sheets of paper and write each response you ha listed on a separate sheet of paper.

5. List under each response what pleases you about that particular response (e.g., exciting, making own decisions, being responsible, problem solving, caring).

6. Go over all the sheets you have and arrange them in order of priority. Place your most important item on top.

7. Check back over your responses and determine if there are any common denominators. **What are they?**

8. Try to describe the type of job you would need to make you a happy and fulfilled person based on the above information.

9. What is it that, if I lost it, would cause my life to have no meaning. Is it included in the exercise above? If not, why not?

10. Out of the list of identifications of myself, and the lists of things which please me, which of these must be included in any job I have?

NOTES

CAREER DEVELOPMENT EXERCISE

Fantasy Experience

Goals:

1. To project one's life-style several years in the future
2. To focus on one's needs as they relate to a job
3. To explore the close relationship that exists between one's career and one's life-style

Group size: Any number of participants can take part. During the discussion portion of the activity, however, groups of not more than five persons should be formed.

Time Required: Approximately 45 minutes.

Materials: Copy of the Fantasy Experience for the facilitator.

Physical Setting: Participants should be comfortable.

Process:

Step 1: Have group members close their eyes and relax.

Step 2: Facilitator reads the Fantasy Experience while participants fantasize.

Step 3: In small groups participants talk about their individual fantasies.

Fantasy Experience

Let's try a fantasy, now, that will help you to learn something about your future. Find a comfortable place--on the floor or in a chair . . . (pause) . . . Now, close your eyes and relax as fully as possible . . . (pause) . . . Smooth out your breathing . . . (pause) . . . Check your body for areas of tension. Loosen up these areas. Let them relax . . . (pause) . . . Now I want you to imagine that you have traveled 10 years into the future . . . Fix that in your mind--it is now 10 years in the future . . . (pause) . . . It is a new day and you are just waking up. What time is it? . . . What are you aware of around you? . . . What can you hear? . . . (pause) . . . What does this place look like? What do you see around you? . . . (pause) . . . Is there anyone with you? . . . Who? . . . (pause) . . . Now you get out of bed. What do you do next? . . . (pause) . . . Now you are getting dressed. Pay attention to whatever clothes you put on . . . (pause) . . . Once you have gotten dressed, what do you do? . . . (pause) . . . What is your emotional state? What are you feeling? . . . (pause) . . . Now, you are leaving to go somewhere. Look back at the place you just left. What does it look like? . . . (pause) . . . Now, go on your way. What mode of transportation are you using? . . . (pause) . . . Is anyone with you? . . . Who? . . . (pause) . . . Pay attention to your surroundings as you go . . . (pause) . . . Where are you . . . (pause) . . . What does this place look like? . . . (pause) . . . Pay attention to what your senses tell you about this place . . . (pause) . . . How do you feel about being here? . . . (pause) . . . What do you do here? . . . (pause) . . . Are there other people around? . . . If so, how do you relate to them? . . . (pause) . . . How long do you stay in this place? . . . (pause) . . . Do you go anywhere else during the day? . . . (pause) . . . What all do you do during the day? . . . (long pause) . . . Now, you are heading back home. What time of day is it? . . . Upon your arrival, does anyone greet you? . . . How do you feel about being home? . . . (pause) . . . What do you do now that you are here? . . . And do you share these activities with anyone? . . . (pause) . . . Your day is almost complete now. You get ready to go to sleep . . . Looking back over the day, how do you feel? . . . (pause) . . . What do you expect overall? . . . (pause) . . . In a moment I am going to ask you to travel back 10 years, back to the present . . . Okay, come back to the here and now . . . Let yourself become aware of your surroundings.

Welcome back from your journey . . . When you are ready, open your eyes and share your experience with the group.

PROCESSING QUESTIONS:

What did you learn (or discover)?

What things surprised you?

What emotional reactions do you have to what you experienced?

Did your fantasy accurately reflect what you want in the future or what you expected?

PROCESSING FOCUS:

Feelings about the future

Expectations for the future

Ideals, goals, wants, and needs

CAREER DEVELOPMENT EXERCISE

Retirement Party

Goals:

1. To broaden the participants awareness of their life and work values
2. To help each individual evaluate his or her life goals
3. To focus attention upon the need for career planning as a way of attaining life goals

Group Size: Unlimited

Time Required: 1 to 2 hours

Materials: Paper and pencil for each participant

Physical Setting: A comfortable environment where participants work individually

Process:

1. Each participant is to assume that it is 1 week prior to his or her retirement from work. Plans are underway for a retirement party.
2. Describe the retirement party setting and identify the invited guests.
3. Identify your age at retirement and your family circumstances.
4. Identify one key guest--either a co-worker, a boss, or some specific employee. Write a brief speech they might make about you. Try to describe as accurately as possible how you would want to be seen by your colleagues.
5. Write the farewell speech that **you** would make describing your feelings about the contributions you have made to your particular place of work and to society. Include a brief description of your plans after retirement.
6. Form small groups to discuss your speeches and your feelings about them.
7. Reassemble the total group for discussion of activity and the value of it.
8. An alternative activity (with time permitting) would be to actually role play several of the participants' retirement parties.

NOTES

CAREER DEVELOPMENT EXERCISE

Life/Career Collage

Goals:

1. To increase the individual's awareness of self
2. To create an awareness of those factors that influence an individual's life career development

Group Size: Any number of participants, but during the discussion portion of the activity, groups of not more than five persons should be formed.

Time Required: 2-3 hours

Materials: Each participant should have

- Life/Career Collage Instruction Sheet,
- construction paper of various colors,
- large sheet of plain paper,
- pencil or pen,
- adhesive tape, and
- scissors.

Physical Setting: Ample table or floor space for each participant

Process:

Step 1: Facilitator should have participants close their eyes. Then these instructions should be read to the participants:

In your mind draw a line with birth at one end and death at the other. This line corresponds to your own concept of your life line. Mentally, place a check on this line to indicate where you are now--not necessarily chronologically, but rather, how much living you have done and how much you have left to do. The next activity will be spent working back and forth from that mark.

Step 2. Give each participant a Life/Career Collage packet and a plain sheet of paper. Participants should begin the Life/Career Collage activity.

An alternate process, when more time is available, is to give each participant full sheets of various colored construction paper. They can use various colors to depict certain periods in their life (example: bright colors for happy or good periods and dark colors for sad or bad times). They can use scissors or simply tear the paper in free form. This method of developing your career life line permits much greater creativity.

Step 3. In small groups have participants explain and discuss their individual collage arrangements.

Step 4. Reassemble the total group for discussion of the ramifications of the activity.

LIFE/CAREER COLLAGE INSTRUCTION SHEET

1. You have received a list of factors that may have influence in your life/career development. This list is only a starter. Spend time now deleting and adding factors to that list as it relates to you. You may make factors as specific or as general as you wish. The more specific you are, however, the more clearly you can see your career development pattern.

2. You have also been provided blocks of paper of various sizes. These are to be labeled to represent the areas or topics that have been listed as factors in your life/career development.

   Example: Leisure Continuing Education

3. The size of the blocks is meaningful. A smaller block would represent a topic or area of little importance in **your** life career development, whereas a larger block would represent a topic or area of greater importance in **your** life career development.

4. Now choose and label the blocks according to your own life--**past** through **future**.

   Topics may be used several times.

5. You might consider your labeled squares as building blocks. Arrange them to display your own life career development.

6. If you use the alternate process,* you are provided sheets of construction paper that can be cut or torn to represent various aspects of your life. These pieces, in various sizes and colors, are arranged to form a collage to represent your life development.

*Note to facilitator: The alternate form of carrying out the activity has proven to be the most meaningful to participants.

NOTES

Learning Experience 4

Utilizing Available Resources

OVERVIEW

COMPETENCY	Describe how to of use available resources such as continuing education programs offered by local institutions, books, television programs, professional journals, workshops, and other resources to acquire new or improve existing competencies.
READING	Read Competency 4 on page 13.
INDIVIDUAL LEARNING OBJECTIVE	Identify and describe professional development resources available to you.
INDIVIDUAL ACTIVITY	List all possible professional development resources available to you.
INDIVIDUAL FEEDBACK	Review each resource you listed and evaluate it according to a checklist.
GROUP LEARNING OBJECTIVE	Identify professional development resources.
GROUP ACTIVITY	Develop a listing of resources that might be available to you.

INDIVIDUAL ACTIVITY

List all possible professional development resources available to you.

In this activity you will need to review the reading for Competency 4 on page 13. The activity is an individual brainstorming activity where you simply list every conceivable professional development resource.

This listing will provide you with a springboard to selecting those resources most appropriate for you at any given time. The Professional Development Resource Evaluation Form provided in the feedback section will permit you to evaluate each resource as to its appropriateness for you.

Professional Development Resources

INDIVIDUAL FEEDBACK

Review each resource you listed and evaluate it according to the checklist.

Complete the following form for each professional development resource on your list.

Professional Development Resource Evaluation Form

1. Name of resource _____
2. Location of resource _____
   a. Number of miles of travel _____
   b. Travel time _____
3. Time resource is available _____
4. Cost of utilizing resource _____
   a. fees _____
   b. books _____
   c. travel costs _____
   d. other costs _____
5. Competencies I could gain as a result of utilizing this resource
   a. _____
   b. _____
6. Advantages of this resource _____
7. Disadvantages of this resource _____
8. My decision about using this resource is _____

GROUP ACTIVITY

Develop a list of resources that might be available to you.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Establish Activity 1. Indicate to participants that they will be brainstorming available local, state, and national resources. 2. Have participants review the reading for Competency 4 on page 13. 3. Divide the group into small groups of three or four members each. Provide them with the handout Professional Development Resource Evaluation as an example of format for their brainstorming activity. B. Conduct Activity 1. Have small groups brainstorm activities. 2. Ask each small group to report its findings. 3. Summarize the activity.	

Handout

PROFESSIONAL DEVELOPMENT RESOURCE EVALUATION

Designate resources within each grouping according to the following codes:

- Estimate costs of each resource at $25.
- Estimate time needed to utilize each resource at 2 days.
- Designate those resources an agency or school may support.
- Make other designations as appropriate.

Local **State** **National**

NOTES

Learning Experience 5

Participating in Professional Activities

OVERVIEW

COMPETENCY	Write one or more professional articles for publication and participate in local, state, or national professional organizations in order to contribute to the growth of the profession.
READING	Read Competency 5 on page 13.
INDIVIDUAL LEARNING OBJECTIVE	Write an article for submission to a professional journal.
INDIVIDUAL ACTIVITY	Write a professional article.
INDIVIDUAL FEEDBACK	Submit your article to a journal and have it reviewed.
GROUP LEARNING OBJECTIVE	Critique a professional article.
GROUP ACTIVITY	Serve, in a simulation, as a member of an editorial review board to review an article that has been submitted for publication.

INDIVIDUAL ACTIVITY — Write a professional article.

Review the reading for Competency 5 on page 13.

This activity is designed specifically for those individuals who have never written an article for submission to a professional journal.

You should select a topic that is of great interest to you. If you have conducted a research study and have all the data available, this would be a good beginning. You could also do a survey on a topic of special interest and report the results. Another option would be to write on some counseling practice or activity in which you have been successful. Whatever direction you chose, it is important that the topic be one in which you can really get involved and excited. The more you can put yourself into it, the more likely you are to write something that will interest others.

The tone of your article will depend upon the type of journal for which you are writing. It is best to review recent issues of the journal to which you plan to submit your article.

Attempt to obtain writing guidelines from specific journals. Guidelines for Authors from the *Personnel and Guidance Journal* are included as a part of this section as an example. Also included are examples of an article abstract and of a biographical sketch of an author.

Your task now is to prepare a professional journal article using the guidelines mentioned above. After you have written the draft, have it reviewed by a colleague, revise it, and then submit it to the appropriate journal. Do not be discouraged if your article is rejected, but do pay attention to the comments provided by the journal editor.

Guidelines for Authors

The *Personnel and Guidance Journal* invites manuscripts directed to the common interests of counselors and personnel workers in schools, colleges, community agencies, and government. Especially welcome is stimulating writing dealing with (a) current professional and scientific issues, (b) new techniques or innovative practices and programs, (c) APGA as an association and its role in society, (d) critical integrations of published research, and (e) research reports of unusual significance to practitioners.

All material should aim to communicate ideas clearly and interestingly to a readership composed mainly of practitioners. Good reference is Judy Wall's article "Getting into Print in P & G: How It's Done" in the May 1974 issue of P & G. Following are guidelines for submitting a manuscript. Manuscripts that do not conform to guidelines will be returned to the author without review.

Typing and Other Requirements

1. Send the original and two clear copies. Original should be typed on 8½ × 11 nontranslucent white bond. Do not use onionskin or erasable bond.

2. Include a brief biographic description of each author (about 100 words per author), mentioning past contributions, current interests, and professional aspirations. This can be informal and newsy; see current issues of P & G for examples. (The biographical description is required with submissions of full-length articles only, not in-the-field articles or poems).

3. Double-space **everything**, including references, quotations, tables, and figures. Leave extra space above and below subheads.

4. Leave generous margins (at least an inch all around) on each page.

5. Avoid footnotes whenever possible.

6. Place references, each table, and each figure on pages separate from the text.

7. Place authors' names, positions, titles, places of employment, and mailing addresses on a cover page only, so that manuscripts may be reviewed anonymously.

8. For arrangement and form of references, subheads, tables, and so forth, see recent issues of P & G. (A valuable resource for authors regarding manuscript preparation in general and reference style in particular is the *Publication Manual of the American Psychological Association*. Ordering information can be obtained from APA, 1200 17th Street, N.W., Washington, DC 20036.

9. Avoid the use of the generic masculine pronoun and other sexist terminology. Also, use such terms as client, counselee, and student rather than subject.

10. Never submit material that is under consideration by another periodical.

11. Submit manuscripts to: Editor, Personnel and Guidance Journal, American Association for Counseling and Development, 5999 Stevenson Avenue, Alexandria, VA 22304. Do not send them to the editor's university address; this will delay handling.

Note: Authors bear full responsibility for the accuracy of reference, quotations, tables, and figures. These should be complete and correct in manuscript to avoid the cost of making changes on the galley proofs, as these costs may be charged to the author.

Length and Content Requirements

1. Full-length articles. Manuscripts should generally not exceed 3,500 words (approximately 14 pages of double-spaced typewritten copy including references, tables, and figures).

2. In-the-field articles. Manuscripts should not exceed 2,000 words (approxiamtely 8 pages of double-spaced typewritten copy including references, tables, and figures). They should report on or describe new practices, programs, or techniques.

3. Dialogues. These should follow the length requirements of full-length articles. They should take the form of verbatim interchanging among two or more people either oral or by correspondence. Photographs of participants will be requested when a dialogue is accepted for publication.

4. Feedback. Letters to the editor should be under 300 words. Those accepted for publication may be edited or abridged.

Manuscripts will be acknowledged on receipt. Following preliminary review by the editor, they will be sent to members of the editorial boards. Generally, 2 to 3 months elapse between acknowledgement of receipt of a manuscript and notification concerning its disposition. On publication, each author (the senior author in case of multiple authorship) will receive 10 copies of the journal.

Included with the article on a separate page must be an abstract of not more than 100 words which will give the readers a brief sense of the full length article.

The following is an example of an abstract for an article entitled "Communication Barriers that Isolate the Terminally Ill."

Abstract

> Communication difficulties that arise when interacting with a person who is dying can block attempts to develop relationships. These difficulties often are a result of barriers constructed by those who do not want to or do not know how to deal with death. Barriers come in various forms, among which are death taboos, the need to avoid uncomfortable feelings, divergent expectations of conduct, and fear of conformation. When unable to experience meaningful relationships, the dying often feel isolated at a time when support is what is required. Counselor intervention can help ease the tension between the dying and the living for their mutual benefit.

Also included in the article on a separate page must be a biographical description of the author of not more than 100 words. Listed in the biographical sketch may be contributions to the field, current interests, and professional aspirations. The following is one example.

> _____ is a housewife and registered nurse, who has in the past 5 years had a growing interest in the counseling field. She is currently working toward the master's of science in counseling and guidance degree at Indiana University at South Bend. Since her husband is a pastor, she has developed an interest in pastoral counseling. Her present aspirations include the possibility of a team ministry with her husband in which her area of responsibility would include visitation and counseling services. She sees this as an important service to church members for the strengthening of the church community, which could also be extended to other people.

INDIVIDUAL FEEDBACK

Submit your article to a journal and have it reviewed.

After you have carefully written, reviewed, and revised your article, the ultimate evaluation of your efforts is the submission of your article to the appropriate professional journal. This process takes great patience and a willingness to accept rejection. Many journals will take from 3 to 6 months or longer to accept or reject your article. For many journals the percentage of rejection is very high. If your article is rejected accept it as a learning experience and hope that the editor will give you helpful suggestions for rewriting your ideas for other journals to which you might submit your article. Good luck!

GROUP ACTIVITY

Serve, in a simulation, as a member of an editorial board to review an article that as been submitted for publication.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Setting the Scene 1. Indicate to participants that they each will be acting as an editorial board member and reviewing an article. 2. Have participants review the general guidelines presented in the reading for Competency 5 on page 13 plus the guidelines used in the Individual Activity in this learning experience. B. Conduct Simulation 1. Divide participants into small groups of three to five members each. 2. Have each person review the article included with this exercise on his or her own and make editorial suggestions.	

Facilitator's Outline	Notes
3. Ask each person to write an abstract for the article. 4. Request that each person write his or her own biographical sketch as though they had submitted the article. 5. Give each small group 20 to 30 minutes to review what each person has done and then have each person make any necessary corrections or additions to the article. Remember that the article is to be submitted to you as an editorial board member for your review. Assume that the content is acceptable but editorial corrections are needed to be made to make the article more readable. C. Summary 1. Bring the groups together and ask them to share results. 2. Provide the reviewers with the copy of the article as it appeared in the *Personnel and Guidance Journal*.	

CAREER EDUCATION AND THE UNIVERSITY: A FACULTY PERSPECTIVE

Article to Be Reviewed by Participants

Colleges and universities are the gateways through which you must pass to reach high level jobs (Vener 1965). Students today seem to be more serious and more career oriented than those of the late sixties and early seventies. Frequently, we are asked job-related questions: What does it mean to be a professor? What does a biologist do? What is a sociologist? In making such inquiries, students are not primarily interested in what the work of a biologist and sociologist encompass. Rather, it is their way of initiating a dialogue centered around their need for help in obtaining a viable career focus. Given our limited, specialized occupational perspective and training, it is a difficult for us, biologist and sociologist, respectively, to give advice in fields other than our own. Nevertheless, our students are in need of a general overview of occupational potentials. In this vein, a student writes of her undergraduate experiences, "I have found it difficult to obtain career advice from my advisor. My first mistake was declaring a major as an entering freshman. I was then assigned to a series of people who were not advisors but rather professors who did advising on the side. They usually were ignorant or misinformed."

Some students appear to be knowledgeable about certain occupations. Most, however, lack reliable information regarding various majors and career possibilities. A number seem to be interested in obtaining a high standard of living and life-style without regard for any specific occupational focus. One of our undergraduates succinctly demonstrated that orientation in the following manner: "I am interested in majoring in pre-wealth." When queried as to the meaning of "pre-wealth" his response was, "Any major that leads to medicine, law, or dentistry as a career. I want to be able to travel to Europe, California, and to ski in Colorado."

Over the years we have found that the lack of knowledge concerning majors and careers is based on several factors.

Frequently, career perspectives are limited to such popular fields as education, law, medicine, and business. Our interviews with freshman and sophomores demonstrate that many are unaware of such areas as audiology, pharmacology, and public affairs management.

Even though students may be cognizant of a career, oftentimes they lack occupational specifics. When we interviewed 10 freshmen who had declared biochemistry as their major, 6 did not have the vaguest notion about what the biochemist does.

Although students may have knowledge of career specifics, at times their expectations regarding job status after graduation are unrealistic. A bachelor's degree in biology or chemistry does not qualify an individual to run a large research program for industry, government, or a university. Nevertheless, some students believe that they will be doing such work upon graduation. Thus, career expectation and choice of major frequently do not mesh, leaving students disillusioned with the world of work.

Individuals may be enrolled at a university where there are no corresponding majors for their desired careers. We have encountered students who were under the impression that they could major in pharmacy when no such program existed at the university.

The problem of students' lack of knowledge is intensified by the fact that many are unaware of such university resources as counseling centers, placement bureaus, or career resource centers that have been established to help them deal realistically with their career plans.

Information garnered from a large land grant midwestern university (Michigan State) supports our contention that there is considerable lack of knowledge about careers. Approximately 75 to 80 percent of entering freshmen have already declared a major. About 75 percent of these students, however, will eventually change their original orientations before they graduate. In 1 academic year alone (1976-77), 6,395 major changes were recorded from a total freshman-sophomore population of approximately 14,000 students. This rate of change is repeated each year.

Some may argue that a large number of major changes are indicative of growth on the part of an undergraduate. We are not in disagreement with this view. We feel that current programs, procedures, and organizational structures in most large universities, however, are haphazard and inefficient in regard to facilitation of a student's final career choice. Too much is left to chance.

Despite the large number of changes in major, many seniors are still unaware of their occupational goals as graduation approaches. Shingleton (1978) describes the panic when seniors suddenly realize that they will be graduating. The problem becomes more complex when one focuses on it nationally. Approximately 54 percent of college graduates with bachelor's degrees major in areas of least employer demand--foreign languages, fine and applied arts, psychology, letters, education, and the social sciences (Shingleton and Bao 1977).

An obvious need exists for the expansion of programs related to career planning at the college level. We concur with the recommendations of the Postsecondary Task Force on Career Education for the State of Michigan (Heilman 1977). These recommendations are--

To establish courses and workshops specifically related to career development.

To organize and expand career resource centers.

To develop materials that can be infused into subject-matter courses.

To plan and implement professional development programs for improving postsecondary staff competencies to present career education within subject-matter courses, and

To establish programs to ensure that teachers, counselors, and administrators enrolled in teacher education institutions have career development competencies.

In the future, faculty members must consider the ethical ramifications of recruiting promising students into their disciplines even though limited opportunities exist for placement after graduation. Shingleton (1978) calls attention to an academic department that graduated 22 students, only 4 of whom could obtain jobs in their discipline. The following fall term, enrollment in that department increased by 33 percent and 2 professors were added to the staff. Shingleton's example represents only one facet of the kinds of pressures exerted upon undergraduate education. Other factors also need consideration.

Student credit hours generated has become the cardinal thrust in the everyday functioning of universities. Academic units demonstrating the most student credit hours often obtain the greatest financial support. Often this occurs without regard for career opportunities for students. A budgetary approach of this kind fosters a climate in which university administrators and faculty must compete for limited funds. In this milieu, students needs frequently become a secondary consideration.

Different educational philosophies prevail as to the purpose or function of the undergraduate curriculum in a university. A vocational service orientation is perceived as being in conflict with that of a classicial-liberal education. There are some indications, however, that this perceived conflict may be in the process of resolution. Norman Harris, professor emeritus of higher education, and John F. Grede (1977), vice-chancelor for career and manpower programs, City College of Chicago, have refuted the philosophy and practice that "liberal education is for making a life and vocational education is for making a living." These scholars present a new synthesis of the two educational philosophies.

Incoming freshmen reflect different educational goals. The motivation for pursuing a college degree differs among students and may create pressures on the curriculum. Essays written by students enrolled in a career planning and academic programming course demonstrate the polarization of beliefs in regard to the function of a university.

"The purpose of a university is to educate the students in a particular field in order to obtain a job."

"The university is a total learning experience, both intellectually and socially. It is here and now when I have a chance to open my mind to the ideas of others--to learn and grow so that I can become a more effective person."

"I believe the function of a university is to teach or educate students where they can begin in a decent job."

"A university should help prepare its students for their future life--not necessarily their future careers."

Rewards at many universities are obtained by carrying out research and obtaining research grants. The need to publish and the obligation to complete the research as stipulated by grant deadlines frequently lead to faculty presssure for reduced teaching loads, especially undergraduates' courses. As a result students come into contact with an increasing number of teaching assistants. At Harvard, only 9 percent of tutorials (small classes) are taught by the faculty of the history department. This occurs despite Harvard's formal legislation that requires that 70 percent of all tutorials be taught by faculty members (Schiefelbein 1978). When the established professional is not in the classroom, it is difficult for undergraduates to obtain a clear role model.

Other sources of pressure on the undergraduate curriculum include outside accrediting agencies, the demands of potential employers for certain levels of expertise (skills), and alumni (Dunham 1978).

These pressures on the undergraduate curriculum whereby student interests become secondary may be obviated by placing great emphasis on career education. Career education can be facilitated by a procedure in which entering freshmen are classified as "no-preference" for a stipulated period of time. Most young men and women need a transitional period between high school and specialization in college. A "no-preference" category permits students to experiment, sample courses, and learn how to make decisions before selecting a major. For example, MSU has a program that approaches the model that we wish to propose. All freshmen and sophomores (approximately 14,000) are technically under the auspices of the University College. Only students who do not declare a major preference are placed in the "no-preference" category (approximately 2,800), however. The students are assigned to general academic advisors who do not have a vested interest to encourage students to major in a particular field. The advisors are not employed by any one college or department to guide their own students. The viability of this approach is evidenced by the fact that students enrolled in the no-preference category have fewer major changes than students who arrive on campus with a declared major. No-preference students have an average of 1.2 major changes during their undergraduate college careers, whereas students with declared majors as entering freshmen change an average of 3 times.

The no-preference category acts as moratorium whereby students can put off premature decisions and use this time to find out more about themselves. In principle, we support the no-preference system but suggest modifications such as

all incoming students should be enrolled in the no-preference category

general academic advisors should also be trained in career counseling

other career education resources such as placement bureaus and career resource centers should be adequately staffed and publicized early in the undergraduate college experience, and

career education credit courses should be developed.

References

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Handout

CAREER EDUCATION AND THE UNIVERSITY: A FACULTY PERSPECTIVE

article as it appeared in
the *Personnel and Guidance Journal*

by Lawrence R. Krupka and Arthur M. Vener

Students lack reliable information regarding various majors and career possibilities. Frequently, seniors are still unaware of their occupational goals on graduation. A "no-preference" category is proposed in which all entering freshmen are placed, permitting great experimentation with courses. A key element in the program would be the use of academic advisors who do not have a vested interest in the recruitment of students for a particular college or department. Despite various cross-pressures, faculty must consider the ethical ramifications of recruiting students into their disciplines without considering opportunities for placement upon graduation.

Colleges and universities are the gateways through which youth must pass to reach high level jobs (Vener 1965). Students today seem to be more serious and more career oriented than those of the late sixties and early seventies. Frequently we are asked job-related questions: What does it mean to be a professor? What does a biologist do? What is a sociologist? In making such inquiries, students are not primarily interested in what the work of a L ologist and sociologist encompasses. Rather, it is their way of initiating a dialogue centered around their need for help in obtaining a viable career focus. Given our limited, specialized, occupational perspective and training, it is difficult for us, biologist and sociologist, respectively, to give advice in fields other than our own. Nevertheless, our students are in need of a general overview of occupational potentials. In this vein, a student writes of her undergraduate experiences, "I have found it difficult to obtain career advice from my advisor. My first mistake was declaring a major as an entering freshman. I was then assigned to a series of people who were not advisors but rather professors who did advising on the side. They usually were ignorant or misinformed."

Some students appear to be knowledgeable about certain occupations. Most however, lack reliable information regarding various major and career possibilities. A number seem to be interested in majoring in "pre-wealth." When queried as to the meaning of "pre-wealth" his response was, "Any major that leads to medicine, law, or dentistry, as a career. I want to be able to travel to Europe, California, and to ski in Colorado."

Over the years we have found that the lack of knowledge concerning majors and careers centers on the following:

1. **Career awareness.** Frequently, career perspectives are limited to such popular fields as education, law, medicine, and business. Our interviews with freshmen and sophomores demonstrate that many are unaware of such areas as audiology, pharmacology, and public affairs management.

Lawrence R. Krupka is a professor of natural science at Michigan State University in East Lansing. Arthur M. Vener is a professor of social science at the same institution.

2. **Job specifics.** Even though students may be cognizant of a career, oftentimes they lack occupational specifics. When we interviewed 10 freshmen who had declared biochemistry as their major, 6 did not have the vaguest notion about what the biochemist actually does.

3. **Career expectations.** Although students may have knowledge of career specifics, at times their expectations regarding job status after graduation are unrealistic. A bachelor's degree in biology or chemistry does not qualify an individual to run a large research program for industry, government, or a university. Nevertheless, some students believe that they will be doing such work upon graduation. Thus, career expectation and choice of major frequently do not mesh, leaving students disillusioned with the world of work.

4. **Curriculum expectations.** Individuals may be enrolled at a university where there are no corresponding majors for their desired careers. We have encountered students who were under the impression that they could major in pharmacy when no such program existed at the university.

5. **Career information.** The problem of students' lack of knowledge is intensified by the fact that many are unaware of such university resources as counseling centers, placement bureaus, or career resource centers that have been established to help them deal realistically with their career plans.

Information garnered from a large land grant midwestern university (Michigan State) supports our contention that there is considerable lack of knowledge about careers. Approximately 75 to 80 percent of entering freshmen have already declared a major. About 75 percent of these students, however, will eventually change their original orientations before they graduate. In one academic year alone (1976-77), 6,395 major changes were recorded from a total freshman-sophomore population of approximately 14,000 students. This rate of change is repeated each year.

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An obvious need exists for the expansion of programs related to career planning at the college level. We concur with the recommendations of the Postsecondary Task Force on Career Education for the State of Michigan (Heilman 1977):

1. Establish courses and workshops specifically related to career development.
2. Organize and expand career resource centers.
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5. Establish programs to ensure that teachers, counselors, and administrators enrolled in teacher education institutions have career development competencies.

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Educational-philosophical Pressures. Different educational philosophies prevail as to the purpose or function of the undergraduate curriculum in a university. A vocational-service orientation is perceived as being in conflict with that of a classical-liberal education. There are some indications, however, that this perceived conflict may be in the process of resolution. Norman Harris, professor emeritus of higher education, and John F. Grede (1977), vice chancelor for career and manpower programs, City College of Chicago, have refuted the philosophy and practice that "liberal education is for making a life and vocational education is for making a living." These scholars present a new synthesis of the two educational philosophies.

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"The purpose of a university is to educate the students in a particular field in order to obtain a job."

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These pressures on the undergraduate curriculum whereby student interests become secondary may be obviated by placing great emphasis on career education. Career education can be facilitated by a procedure in which entering freshmen are classified as "no-preference" for a stipulated period of time. Most young men and women need a transitional period between high school and specialization in college. A "no-preference" category permits students to experiment, sample courses, and learn how to make decisions before selecting a major. For example, MSU has a program that approaches the model that we wish to propose. All freshmen and sophomores (approximately 14,000) are technically under

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The no-preference category acts as a moratorium whereby students can put off premature decisions and use this time to find out more about themselves. In principle, we support the no-preference system with the following modifications:

1. All incoming students should be enrolled in the no-preference category.
2. General academic advisors should also be trained in career counseling.
3. Other career education resources such as placement bureaus and career resource centers should be adequately staffed and publicized early in the undergraduate college experience.
4. Career education credit courses should be developed.

Different kinds of students must be accommodated within the proposed no-preference program. As entering freshmen, some will have a definite career goal. For example, a student who has declared a major in engineering may not have decided on whether to become a mechanical, chemical, civil, electrical, or agricultural engineer. In the same vein, a student may major in business, but be unsure whether to specialize in accounting, personnel management, or business administration. This kind of no-preference student stands in sharp contrast to the undergraduate who is unable to narrow his or her focus to any of the broad areas of the humanities or the social, biological, and physical sciences. Various kinds of no-preference students will require somewhat different systems of advising and counseling. Furthermore, important curriculum changes will be necessary. Most current curricula are structured in such a manner as to make it very difficult for a no-preference student to obtain adequate insight into specific fields. Introductory courses are usually discipline centered and directed toward future professionals. Frequently, a broad overview of career implications is not included. Therefore, if the the no-preference system were to become universal, existing courses would have to be redesigned to include career materials or totally new courses would have to be developed. This innovation will aid the student in the "sampling of fields." For example, a credit course for no-preference engineers should explain what engineering entails and what it contributes to society, the curriculum requirements for becoming an engineer, descriptions of the different fields of engineering, as well as job prospects for graduating engineers.

In conclusion, we believe that the no-preference system proposed will decrease student anguish a a result of premature decisions regarding appropriate career choices and will provide a more valid overview of career expectation after graduation.

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NOTES

PARTICIPANT SELF-ASSESSMENT QUESTIONNAIRE

1 Name (Optional) _____ 3 Date _____

2 Position Title _____ 4 Module Number _____

Agency Setting (Circle the appropriate number)

6 Elementary School	10 JTPA	14 Youth Services	18 Municipal Office
7 Secondary School	11 Veterans	15 Business/Industry Management	19 Service Organization
8 Postsecondary School	12 Church		20 State Government
9 College/University	13 Corrections	16 Business/Industry Labor	21 Other
		17 Parent Group	

Workshop Topics	PREWORKSHOP NEED FOR TRAINING *Degree of Need* (circle one for each workshop topic)					POSTWORKSHOP MASTERY OF TOPICS *Degree of Mastery* (circle one for each workshop topic)				
	None	Slight	Some	Much	Very Much	Not Taught	Little	Some	Good	Outstanding
1 Preparing an assessment plan that will assist you in measuring your professional competencies	0	1	2	3	4	0	1	2	3	4
2 Developing a more comprehensive assessment plan	0	1	2	3	4	0	1	2	3	4
3 Knowing the terms certification, licensure, and registration and how to locate information about them	0	1	2	3	4	0	1	2	3	4
4 Determining the need for certification, licensure, or registration in your work setting	0	1	2	3	4	0	1	2	3	4
5 Writing your own plan for professional development	0	1	2	3	4	0	1	2	3	4
6 Identifying significant aspects of your professional development to this point in your life	0	1	2	3	4	0	1	2	3	4
7 Identifying and describing professional development resources available to you	0	1	2	3	4	0	1	2	3	4
8 Writing an article for submission to a professional journal	0	1	2	3	4	0	1	2	3	4
9 Critiquing an article which has been submitted for publication	0	1	2	3	4	0	1	2	3	4

Overall Assessment on Topic of Aid Professional Growth

Comments:

_____

_____

Trainer's Assessment Questionnaire

Trainer: _____ Date: _____ Module Number: _____

Title of Module: _____

Training Time to Complete Workshop: _____ hrs _____ min.

Participant Characteristics

Number in Group _____ Number of Males _____ Number of Females _____

Distribution by Position

_____ Elementary School
_____ Secondary School
_____ Postsecondary School
_____ College/University
_____ JTPA
_____ Veterans
_____ Church
_____ Corrections
_____ Youth Services
_____ Business/Industry Management
_____ Business/Industry Labor
_____ Parent Group
_____ Municipal Office
_____ Service Organization
_____ State Government
_____ Other

PART I

WORKSHOP CHARACTERISTICS—Instructions: Please provide any comments on the methods and materials used, both those contained in the module and others that are not listed. Also provide any comments concerning your overall reaction to the materials, learners' participations or any other positive or negative factors that could have affected the achievement of the module's purpose.

1. *Methods:* (Compare to those suggested in Facilitator's Outline)

2. *Materials:* (Compare to those suggested in Facilitator's Outline)

3. *Reaction:* (Participant reaction to content and activities)

PART II

WORKSHOP IMPACT--Instructions: Use Performance Indicators to judge degree of mastery. (Complete responses for all activities. Those that you did not teach would receive 0.)

	Group's Degree of Mastery				
	Not Taught	Little (25% or less)	Some (26%-50%)	Good (51%-75%)	Outstanding (over 75%)
	Note: Circle the number that best reflects your opinion of group mastery.				
Learning Experience 1					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 2					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 3					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 4					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 5					
Group	0	1	2	3	4
Individual	0	1	2	3	4

Code:

Little: With no concern for time or circumstances within training setting if it appears that less than 25% of the learners achieved what was intended to be achieved.

Some: With no concern for time or circumstances within the training setting if it appears that less than close to half of the learners achieved the learning experience.

Good: With no concern for time or circumstances within the training setting if it appears that 50%-75% have achieved as expected.

Outstanding: If more than 75% of learners mastered the content as expected.

PART III

SUMMARY DATA SHEET—Instructions: In order to gain an overall idea as to mastery impact achieved across the Learning Experiences taught, complete the following tabulation. Transfer the number for the degree of mastery on each Learning Experience (i.e., group and individual) from the Workshop Impact form to the columns below. Add the subtotals to obtain your total module score.

GROUP		INDIVIDUAL	
Learning Experience		Learning Experience	
1 = score (1-4)	_____	1 = score (1-4)	_____
2 = score (1-4)	_____	2 = score (1-4)	_____
3 = score (1-4)	_____	3 = score (1-4)	_____
4 = score (1-4)	_____	4 = score (1-4)	_____
5 = score (1-4)	_____	4 = score (1-4)	_____
Total	_____	5 = score (1-4)	_____
(add up)		Total	_____
		(add up)	

Total of the GROUP learning experience scores and INDIVIDUAL learning experience scores = _____ Actual Total Score _____ Compared to Maximum Total* _____

*Maximum total is the number of learning experiences taught times four (4).

Performance Indicators

As you conduct the workshop component of this training module, the facilitator's outline will suggest individual or group activities which require written or oral responses. The following list of **performance indicators** will assist you in assessing the quality of the participants' work.

Module Title: *Aid Professional Growth*

Module Number: CG D-2

Group Learning Activity	Performance Indicators to Be Used for Learner Assessment
Group Activity Number 1:	
Develop individual assessment plans based on a simulated situation.	1. Each group should have a list of competencies necessary for the function identified. 2. Each group should identify key competencies which require "professional development." 3. Each group should have completed an assessment plan based upon the simulated situation.
Group Activity Number 2:	
Discuss the pros and cons of each form of professional credibility.	1. Participants should be aware of-- • certification, • licensure, and • registration. 2. Judge the group's understanding of the three types of credibility by noting the number of pros and cons they can develop and the different situations they can describe in which the types of credibility may help or hinder a quality program.
Group Activity Number 3:	
Identify significant people, significant events and jobs held as well as other personal factors in order to develop your own life collage.	1. Can the individuals "pull together" key people and events in their life. 2. Use the provided worksheets to judge the participation level in terms of how well completed they are and the number of events/people/values they can list.

Group Learning Activity	Performance Indicators to Be Used for Learner Assessment
Group Activity Number 4: Develop a listing of resources that might be available to you.	1. See if lists can be developed at-- • local, • state, and • national level. 2. Lists should include-- • people, • money, • colleges/universities, and • publications. 3. Look for credibility and the ability to generate many alternative resources to help with a single professional development objective.
Group Activity Number 5: Serve in a simulation as a member of an editorial review board to critique an article which has been submitted for publication.	1. Each participant or group should be able to identify strengths and weaknesses in each aspect of the article. Look at such areas as-- • format, • style, • length, • bibliography, • logical flow of ideas, and • non-bias treatment of the topic.

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Scholz, Nelle; Prince, Judith; and Miller, Gordon. *How to Decide: A Guide for Women*. New York: The College Entrance Examination Board, 1975.

ADDITIONAL RESOURCES

Licensure Commission Action Packets. American Association for Counseling and Development, 5999 Stevenson Ave., Alexandria, VA 22300.

This document deals with the issue of enacting counselor licensure. It covers the following topics: rationale for counselor licensure, licensure options, preliminary steps and essential background information, professional organization steps, and suggested legislative action. Step-by-step procedures are listed for many of these topics.

Position Paper on Career Development. AVA-NVGA Commission on Career Guidance and Vocational Education. American Vocational Association, 2020 N. 14th Street, Arlington, Virginia 22201 and American Association for Counseling and Development, 5999 Stevenson Ave., Alexandria, VA 22300, 1973. Cost: $.50

This nineteen page position paper states the basic elements of career development and examines its potential for all of education from kindergarten to adulthood. Two major parts describe the process of career development and career guidance as an intervention process. Included in the second part is a listing of the responsibilities and competencies needed of various types of career guidance personnel.

NOTES

KEY PROJECT STAFF

The Competency-Based Career Guidance Module Series was developed by a consortium of agencies. The following list represents key staff in each agency that worked on the project over a five-year period.

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A number of national leaders representing a variety of agencies and organizations added their expertise to the project as members of national panels of experts. These leaders were--

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American Enterprise Institute

Mr. Reid Rundell
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General Motors Corporation

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Competency-Based Career Guidance Modules

CATEGORY A: GUIDANCE PROGRAM PLANNING
- A-1 Identify and Plan for Guidance Program Change
- A-2 Organize Guidance Program Development Team
- A-3 Collaborate with the Community
- A-4 Establish a Career Development Theory
- A-5 Build a Guidance Program Planning Model
- A-6 Determine Client and Environmental Needs

CATEGORY B: SUPPORTING
- B-1 Influence Legislation
- B-2 Write Proposals
- B-3 Improve Public Relations and Community Involvement
- B-4 Conduct Staff Development Activities
- B-5 Use and Comply with Administrative Mechanisms

CATEGORY C: IMPLEMENTING
- C-1 Counsel Individuals and Groups
- C-2 Tutor Clients
- C-3 Conduct Computerized Guidance
- C-4 Infuse Curriculum-Based Guidance
- C-5 Coordinate Career Resource Centers
- C-6 Promote Home-Based Guidance
- C-7 Develop a Work Experience Program
- C-8 Provide for Employability Skill Development
- C-9 Provide for the Basic Skills
- C-10 Conduct Placement and Referral Activities
- C-11 Facilitate Follow-through and Follow-up
- C-12 Create and Use an Individual Career Development Plan
- C-13 Provide Career Guidance to Girls and Women
- C-14 Enhance Understanding of Individuals with Disabilities
- C-15 Help Ethnic Minorities with Career Guidance
- C-16 Meet Initial Guidance Needs of Older Adults
- C-17 Promote Equity and Client Advocacy
- C-18 Assist Clients with Equity Rights and Responsibilities
- C-19 Develop Ethical and Legal Standards

CATEGORY D: OPERATING
- D-1 Ensure Program Operations
- D-2 Aid Professional Growth

CATEGORY E: EVALUATING
- E-1 Evaluate Guidance Activities
- E-2 Communicate and Use Evaluation-Based Decisions

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